



Infants | Toddlers | Preschool | Pre-Kindergarten - Grade 8

The Mead School

KINDERGARTEN - GRADE 5



GUIDE BOOK FOR PROSPECTIVE FAMILIES

1095 Riverbank Road, Stamford, CT 06903 | 203-595-9500 | meadschool.org

MISSION & 7 SCHOOL SKILLS

The Mead School's **mission** is to inspire and challenge students to achieve deep learning and become independent, creative thinkers.

Our unique approach to education is exemplified through our **Seven School Skills** model. These skills provide a framework for the learning process that is essential for students to become independent, creative thinkers. The Seven School Skills challenge children to learn deeply, think critically, use their imaginations and ask questions of themselves and the world around them. These tools help us educate the whole child and help them navigate their academic, social and emotional lives.

With a strong foundation in these Seven School Skills, Mead graduates have the academic skills, the self-discipline and the self-confidence to embrace challenges, pursue their passions, and make a difference in their world.

The **Seven School Skills** are to:

Think - To reason and reflect with intention

Imagine - To visualize the possibilities

Intuit - To understand on a deep level

Receive - To perceive with awareness, attention and openness

Act - To respond to learning in unique, creative and responsible ways

Express - To communicate clearly and effectively

Respect - To understand and honor oneself and the world

HOME CENTER DIRECTORS

At Mead, we believe that social and emotional development are as vital to children's future success as their academic pursuits. Our commitment to teaching, challenging and nurturing the whole child is realized throughout our approach, but most uniquely through our Home Center Directors.

Each class has a Home Center that is led by a Home Center Director (HCD) — a teacher who is dedicated to the academic, emotional and social development of each child. The role of the HCD is to continually assess each student's physical, social and emotional well-being and to guide students through challenges and opportunities as they arise.

Students gather in their Home Center every morning and afternoon. During their time together, they discuss challenges or opportunities they are facing in the day or the week ahead. The HCD serves as the common thread to the students and gives support and guidance as needed. HCDs connect with students on a personal level, cultivating open conversations and building trusting relationships. HCDs serve as the bridge between students, parents, and others in the educational process, ensuring that children's specific needs are addressed.

HCDs give children the guidance and support they need to navigate challenges and identify opportunities for growth that are often outside the purview of the traditional academic process, so that children have the opportunity for deeper academic learning and more profound personal development.

CURRICULUM OVERVIEW

The Mead School prides itself on a rich curriculum that seamlessly marries **academic rigor** with **emotional and social growth**. This unique approach in Kindergarten through Grade 5 creates a sensory-rich environment that engages children's passion for learning, encourages risk-taking, reflection, and the freedom to go beyond the parameters.

The focus for students in **Kindergarten through Grade 2** is to acquire **foundational skills** in all subject areas. Students interact in small and large groups with a wide variety of teachers in **Language Arts, Math, Science, Social Studies, Nature, Computer, Art, Movement, Drama, Music, Physical Development, and Español**. Cross-curricular opportunities and choices are valued and encouraged to connect learning in all of these areas for deeper meaning. Students develop their skills in critical thinking in addition to oral and written expression, but not at the expense of cultivating intuition, imagination and creativity.

Traditional learning continues in **Grades 3 through 5** while the focus for students shifts to **academic, emotional, and social independence**. Emphasis is placed on respectful interactions that create an environment where people feel they can grow and challenge themselves. Active practice helps students fine-tune their executive functioning, organizational, and self-advocacy skills. These skills are the building blocks needed to achieve the overarching goal of learning how to take care of themselves as learners and as members of the community.



LANGUAGE ARTS

Language Arts lessons involve regular handwriting practice with letters and numbers using the PAF handwriting program. Students also participate in daily writing activities in their journals and story writing. We work in small book club groups for reading instruction and phonics review. Students also have book buddy reading partners with older children in the school.

ESPAÑOL

Students in the K/1 Español curriculum explore the Spanish language through a variety of authentic songs, popular songs, authentic literature, games and hands-on learning activities. Students also learn about the diverse cultures and celebrations in countries where Spanish is spoken by experiencing their music, folklore, literature, symbols, celebrations and traditions. The curriculum mimics the social studies curriculum wherever possible. Curriculum includes basic greetings, classroom commands, parts of the body, numbers 1 to 20, primary colors, shapes and expressing emotions.

MATH

During Math curriculum lessons, students use a variety of manipulatives to practice their skills. They also use practice books and participate in the *First in Math* computer program to review topics that are taught in class.

DRAMA

The goal of Creative Drama class is for students to feel safe enough to explore their imaginations and interact with each other on stage. Theatre Games such as I'm a Magician, Pass the Sound & Movement, and What Are You Doing? build connections among students while reinforcing listening and observation skills. Characters and emotions are explored through Make a Story exercises. This work naturally transitions into study of story structure and conflict resolution.

Students use imaginative and collaborative skills in songwriting lessons to build lyrics with poetry (particularly rhyming) as their foundation. Use of many different instruments in the Music Room is encouraged as a way to explore possible melodies and rhythms. The auditory information immediately promotes refinement and editing of melodies. Group Sing allows children to express themselves vocally and physically with the support of their peers. Learning songs from a variety of musical traditions gives them a chance to develop skills such as singing in tune, language acquisition and memorization.

MUSIC

VALUES

The K/1 Values Curriculum is focused on fostering and developing each student's sense of self and self-in-community. Part of knowing the self is understanding how and why we feel the way we feel and what we can do with those feelings. Developing each student's understanding of how to be a positive member of the group while also cultivating and developing empathy and compassion for others is another key tenant of the curriculum. Through problem solving during conflicts and small- and large-group work, students explore how to advocate for their own needs while also respecting the needs of others and the group. The Values Curriculum is the thread that runs throughout each and every K/1 experience at Mead, from playing on the playground with friends, to exploring instruments in music, developing number sense and learning to read, write and communicate effectively. As students move throughout their year, the curriculum aims to support each child's ever-expanding view of him/herself as a whole and valued member of the Mead community.

SOCIAL STUDIES

The Social Studies curriculum focuses on exploring the students' knowledge of self, self in community (eg: classroom, school, family, town, state, country, world) and self in relation to peers. This BIG and complex work takes place each day throughout the year during morning meetings, conversations with teachers/peers, engaging in problem solving and brainstorming processes and exploring concepts together both in small and large groups.

SCIENCE

A large part of the Science curriculum is created around the interests of the children in the class. Topics frequently include the solar system, human body, animals and their habitats and planting. The students have opportunities to experiment and grow plants in the greenhouse and organic garden.

ART

The focus of K/1 Art is an introduction to material, as well as exposure to new processes and techniques. Emphasis is placed on expression, as well as the development of a basic art language to be built upon throughout the years. Projects include drawing, painting, sculpture, collage, weaving, sewing and ceramics. Students will talk about the intentions of their artwork to classmates. Each student has an "endless" sketchbook for class assignments and individual journaling.

PHYSICAL DEVELOPMENT

Kindergarten Physical Development curriculum explores both fine and gross motor skills as well as locomotor skills and balance. Body and space awareness are taught in both large areas of play and smaller classrooms. Instructional and direction-driven games are conducted. Beginner Sports Skills are introduced in Grade 1 to build proper physical techniques that are applied in fun and engaging games. Team building activities are also introduced to encourage cooperative play. K/1 also explores the fundamentals of movement through improvisation and structured movement activities. Activities encourage the development of kinesthetic awareness and individual expression, and skills such as coordination, balance, rhythm and spatial awareness. Emphasis is placed on developing physical control and practicing developmentally appropriate motor skills.

LANGUAGE ARTS

In Language Arts, students learn strategies to become stronger readers with emphasis placed on reading fluently at each level. Students work on becoming better storywriters as they practice good sentence structure, punctuation, and explore organizational methods that help them prepare for more complex writing assignments. Handwriting is practiced. The cursive alphabet and Touch Typing are introduced.

ESPAÑOL

Students in Grade 2 are exposed to the language, customs and festivities of Spanish speaking countries through a number of media, such as authentic songs and literature including poetry. Students learn through games and hands-on activities.

In Grade 3, some very simple readings and writings are introduced, often by playing with word puzzles or creating labels for objects in or outside of the classroom. Grammar is presented sequentially and acquired through a natural and passive approach of exposure. Particular attention is given to festivities and holidays of Spanish speaking countries through the creation of crafts and projects.

MATH

The focus of the Mathematics curriculum is Number Sense and Operations. Geometry, Measurement and Data Analysis are also covered. The curriculum is designed to promote engagement and to create deep and lasting connections. Conceptual understanding is emphasized to promote fluidity and flexibility with numbers. Material is presented using concrete representations to make sense of abstract ideas.

DRAMA

Theatreworks class gives students in Grades 2 and 3 a solid foundation for theatre arts at Mead. Students learn the fundamentals of improvisation, in order to learn a particular style of theatre, but also to learn basic foundations of acting technique. Students practice learning to be part of an ensemble on stage and the differences between cooperation and collaboration. Students focus a great deal on the skill of receiving, which forms the basis of all offers onstage. We move on to exploring the elements of a scene in a play, its structure and format and investigating the elements in playmaking.

Formal learning of musical notation and music appreciation is a focus of the Grades 2 and 3 program. Through a variety of musical experiences, children learn the fundamental elements and skills of music. Some of these elements are melody, harmony, rhythm, listening, composition, form, sensitivity and dynamics, emotional expression, performance/sharing and the development of relative pitch.

MUSIC

VALUES

The focus of the Grades 2 and 3 Values curriculum is to better understand self and self as a part of community. Students are encouraged to identify their emotions and develop their emotional intelligence. Through modeling and scaffolding, they are empowered to use words to express and advocate on behalf of their feelings.

Students are encouraged to find their voice, to respectfully express and receive ideas, to think about individual wishes and those of others, to act when the moment is right and to imagine and intuit a meaningful world that can be thoughtfully developed. The classroom discourse encourages independence and collaborative problem-solving as this age is driven to strategize in all forms of group games. Values projects focus on self-reflection through shared art projects, games and daily questions or discussions.

SOCIAL STUDIES

For students in Grade 2, the Social Studies curriculum is embedded in the Values curriculum. The community (grade, school, and hometown) and the individual are explored through daily interactions, reflections, and group projects.

American History is the focus of the Grades 3 & 4 Social Studies curriculum. Each year students explore one of two time-periods. Early American History investigates the northeast woodland native people, pilgrims, the Massachusetts Bay Colony, the 13 colonies, and the events leading to the American Revolution. Independent American History includes the American Revolution, western expansion, slavery, and the Civil War.

Both curricula expose students to a broad range of collaborative, cross-curricular activities, that are designed to engage and enhance their learning. Throughout the year individual units culminate in experiential projects engaging students minds and bodies.

SCIENCE

Students in Grade 2 study Life Science. Using interactive learning activities and The Mead School's greenhouse, topics such as animals and their habitats, food chains, plants and life cycles are explored.

Students in Grades 3 & 4 study one of two topics. Space includes gravity, star formation, black holes, rocketry, astronauts, space technology, planets, our solar system, and the universe. Investigators is a hands-on course designed to introduce students to many of the subjects within science as well as to the procedures used in scientific investigations.

PHYSICAL DEVELOPMENT

Beginner Sports Skills are introduced including proper throwing techniques, rolling a ball with two hands or one, underhand and overhead catching, striking skills, kicking, bouncing and trapping. Balance and locomotor skills are taught through instruction and applied in fun and engaging games. Cooperative play is encouraged through team building activities.

Grades 2 and 3 also explore the fundamentals of movement through improvisation and structured movement activities.

ART

The Art curriculum for Grades 2 and 3 focuses on hands-on exploration of familiar materials, as well as exposure to new processes and techniques. Emphasis is placed on expression, as well as the development of a basic art language, to be built upon throughout the years. Materials and concepts explored by students include Baroque figures, color mixing/color theory, illustration, clay, sewing, papier-mâché, Picasso portraiture and personal sketchbook.

LANGUAGE ARTS

The Language Arts program is designed to encourage and nurture a love of reading and writing. Students are stretched to continually build upon the skills acquired with a goal of becoming competent and confident readers and writers. Spelling, vocabulary, reading comprehension and writing skills are taught through high-interest texts, and online tools and games. Weekly journal writing and special projects, including the annual Ferguson Library Literary Awards, allow children to discover their inner author.

ESPAÑOL

Students in Grades 4 and 5 work on skills needed to become more comfortable in speaking, reading and writing in Español. The curriculum is taught with a thematic approach, and is inspired by the typical interests of children. Hands-on activities such as the creation of posters, comics, songs and role playing will be used to facilitate a love for language learning. Some reading and written materials are used from the book, "Viva el Español, Qué tal?", "Hola", and "Adelante". Grammar is presented sequentially and acquired through a natural approach of exposure.

MATH

Math topics in Grades 4 and 5 encompass the following domains: Number Sense & Operations, Patterns & Algebraic Reasoning, Geometry & Measurement and Data Analysis & Probability. Instruction begins with the current level of each student's mathematical understanding. From that entry point, the curriculum is designed to promote engagement and to create deeper and more lasting understanding. The goal is for students to recognize that math is useful and to cultivate a belief in their own efficacy.

MUSIC

Formal learning of musical notation and music appreciation is a focus of the Grades 4 and 5 program. The goal of the program is to have these skills available to children as they progress through their musical experiences at Mead. Specialized musical opportunities are offered to students, including Wind Ensemble. Student performances are held twice a year for friends and family.

VALUES

The focus of the Grades 4 and 5 Values Curriculum is for students to acknowledge and develop a better understanding of self and the impact of the choices they make. Organizational skills are demonstrated in weekly classes where strategies are introduced, initially practiced and actively reinforced.

Within the Values weekly classes, students have opportunities to decide democratically on activities such as creating games, playing existing games, watching videos chosen by the HCD, or planning for upcoming events. In conjunction with class discussions, these activities help students find ways to challenge themselves, build self-awareness and foster self-advocacy.

SOCIAL STUDIES

American History is the focus of the Grades 3 & 4 Social Studies curriculum. Each year students explore one of two time-periods. Early American History investigates the northeast woodland native people, pilgrims, the Massachusetts Bay Colony, the 13 colonies, and the events leading to the American Revolution. Independent American History includes the American Revolution, western expansion, slavery, and the Civil War.

Grades 5 & 6 study one of two alternating themes each year. The Ancient Civilizations curriculum investigates Mesopotamia, Egypt and Rome using themes that form the foundation of the standards issued by The National Council of Social Studies. World Religions focus on the origins and basic beliefs of five world religions: Hinduism, Judaism, Christianity, Buddhism and Islam. The course has been designed to address the knowledge and assumptions the students have, along with what they want to know.

SCIENCE

Students in Grades 3 & 4 study one of two topics yearly. Space includes gravity, star formation, black holes, rocketry, astronauts, space technology, planets, our solar system, and the universe. Investigators is a hands-on course designed to introduce students to many of the subjects within science as well as to the procedures used in scientific investigations.

Grade 5 students study Human Body. A combination of discussions, demonstrations, labs, note-taking and research introduces students to the workings of the body's systems (skeletal, muscular, circulatory, etc.), and demonstrates how they are all connected.

ART

Grade 4 Art emphasises expression, as well as the development of a basic art language, to be built upon throughout the years. Grade 5 students build their skills while working toward individual goals, conceptual thinking and self-expression. Open Studio Times are available for students to come into the Art Center to work independently, pursuing individual ideas and materials.

PHYSICAL DEVELOPMENT

The Physical Development Curriculum consists of five areas: movement, team sports, beginner fitness, team building activities and new sport exposure to emphasize overall healthy lifestyle patterns. Game rules, sportsmanship, fair play and doing your best are highly reinforced. All students have the opportunity to participate in seasonal team sports. Soccer, basketball and softball are offered as the primary sports with games scheduled against other similarly-sized schools.

DRAMA

Playmakers class offers an introduction to the world of play creation for Grade 4. Students can determine if they wish to learn the more formal elements of play production, or enjoy the more immediate and spontaneous climate of dramatic play, as they build a story of their own making into a piece of theatre on the stage.

Make-A-Play Workshop is for Grade 5 students to explore all aspects of play production. These students work on a play which they create and write or adapt themselves. Students explore what collaboration means and practice using cooperation as a stepping stone to the more difficult skill of collaborating to create art.

PROGRAM HOURS & INFORMATION

Program Hours

Pre-Kindergarten

Full Day	Monday - Friday	9:00 am - 3:00 pm	September - June
Extended Day	Monday - Friday	6:15 am - 6:00 pm	September - August

Kindergarten - Grade 8

Monday - Friday	8:40 am - 3:30 pm	September - June
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Extended Day

Kindergarten - Grade 8 *Pre- & after-school care, as well as interest-based programs, are offered. Fees apply & are available upon request*

Holidays & School Closings

- Kindergarten - Grade 8 facilities close for federal holidays, two weeks in December and two weeks in March.
- Our full school calendar is available on our website.
- Weather-related closings and early dismissals are evaluated on a case by case basis.

Transportation

- Students ages five and older residing in Stamford may receive free public transportation through the Stamford Board of Education.
- Students in Westchester County, within a 15 mile radius, may also receive Board of Education Transportation. Arrangements should be made directly by you with your local Board of Education Transportation Department.

Tuition 2018 - 2019

Infants & Toddlers	\$28,455
Preschool/Pre-Kindergarten (Full Day)	\$17,810
Preschool/Pre-Kindergarten (Extended Day)	\$28,455
Kindergarten	\$33,750
Grade 1	\$33,750
Grade 2	\$35,545
Grade 3	\$37,800
Grade 4	\$37,800
Grade 5	\$38,800
Grade 6	\$39,300
Grade 7	\$39,300
Grade 8	\$41,500

- Activity fee (see below) helps defray the cost of school-sponsored activities for students.
Kindergarten - Grade 1 - \$275
Grades 2 & 3 - \$375
Grades 4 & 5 - \$1,275
Grades 6, 7, & 8 - \$1,325
- Parent Association Dues is a yearly \$130 fee required of all families.
- Tuition Reimbursement Insurance (TRI) is exactly 2.7% of any base tuition. This fee is required unless tuition is paid in a single installment.
- Tuition, Financial Aid, and Fees are re-evaluated on a yearly basis. Rates for the upcoming year will be posted to our website www.meadschool.org on February 1.

Tuition at The Mead School, as at all independent schools, does not cover the full cost of a child's education. All independent schools ask parents/guardians to participate in an Annual Fund Campaign to supplement tuition income. These contributions are tax-deductible, and guidelines for giving are available online at www.meadschool.org/donate.

SUCCESS AFTER MEAD

The Mead School prides itself on solidifying the academic and emotional confidence students need for success in the future. Because of this, Mead graduates attend many of the best independent, international, boarding, preparatory, and public schools in the world.

The success of Mead alumni is further noted by the diversity of colleges and universities they choose. Liberal Arts, Performing Arts, Design, Research, Medical, and Ivy League schools have all been attended by Mead Alumni.

High Schools Attended by Mead Graduates 1995 - 2017

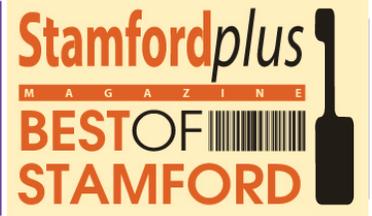
AITE	Greenwich High School	Stamford High School
Brunswick School	Horace Mann School	Staples High School
Darien High School	John Jay High School	The Gunnery
Deerfield Academy	King	The Harvey School
Easton-Redding	New Canaan High School	The Hopkins School
Joel Barlow High School	Norwalk High School	The Masters School
Ethical Culture Fieldston School	Phillips Exeter Academy	The Putney School
Fairfield Ludlow High School	Proctor Academy	The Taft School
Fox Lane High School	Ridgefield High School	West Hill High School
Frank Scott Bunnell High School	Rye Country Day School	Weston High School
Greens Farms Academy	Rye High School	Wilton High School
Greenwich Academy	Soundview Preparatory School	

Colleges & Universities Attended by Mead Graduates 1995 - 2017

Amherst College	Oberlin College
Babson College	Occidental College
Bard College (2)	Pace University
Barnard College (2)	Parsons School of Design (2)
Bates College	Pratt University
Bennington College	Rensselaer Polytechnic Institute
Boston University (3)	Richmond College
Brown University (5)	Savannah College of Art & Design (2)
Carleton College	Skidmore College (3)
College of Charleston	Smith College
College of St. Andrew's (Scotland)	Southern Connecticut State University (2)
Columbia University (2)	St. Lawrence University
Connecticut College (2)	Syracuse University
Cornell University (2)	The George Washington University (2)
Dartmouth University (2)	The Lewis & Clark University
Dickinson College	The New School
Eastern Connecticut State University	Trinity College (2)
Emerson College	University of Colorado
Georgia Institute of Technology	University of Connecticut (4)
Hamilton College	University of Miami
Harvard University (4)	University of Michigan
Highpoint University	University of Redlands
Massachusetts Institute of Technology (2)	University of Wisconsin-Madison
Middlebury College	Vanderbilt University
Muhlenberg College	Vassar College
New York School of Visual Arts	Wake Forest University
New York University (3)	Washington University in St. Louis
Northeastern University (3)	Western Connecticut State University
	Yale University (2)

Voted the Best, Year After Year

The Mead School has been awarded the title of "Best Child Care" in 2018 and "Best Middle School" by Stamford Plus Magazine for the following years: 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018.



Admissions Events 2018/2019

Our Admissions Office aims to make the application process for your child(ren) as smooth as possible. The full application process for each grade can be found on our website at meadschool.org/admission/application-process. Ready to discover the Mead difference? Call our admissions office to schedule a private tour and interview.

October 1, 2018

Tours and Interviews Begin

October 4, 2018

Weekly Take-A-Look Thursdays* Begin
10:00 AM

October 16, 2018

All School Open House
(Infants - Grade 8)
10:00 AM - 11:30 PM

November 5, 2018

Student Visits Begin

November 6, 2018

All School Open House
(Infants - Grade 8)
10:00 AM - 11:30 PM

December 2, 2018

ISEE Testing**
Location: The Mead School
8:30 AM - 12:00 PM

December 4, 2018

All School Open House
(Infants - Grade 8)
10:00 AM - 11:30 PM

January 15, 2019

All School Open House
(Infants - Grade 8)
10:00 AM - 11:30 PM

February 1, 2019

Application Deadline
Financial Aid Deadline

**Take-A-Look Thursdays are held every Thursday at 10 am during the 2018/19 school year. For more information visit MeadSchool.org/Look or email joanne_costello@meadschool.org.*

***Pre-Registration at www.iseetest.org required*

READY TO APPLY?

Visit www.meadschool.org/onlineapplication today!

The Mead School's policy is to provide equal opportunity for all applicants and employees. The Mead School complies with all federal, state, and local laws, which prohibit discrimination because of race, color, national origin, citizenship, age, gender identity or expression, religion, disability, marital status, sexual orientation, and veteran status.